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11. Lakehead	30	D. Lindsay		M. N. Patterson
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16. McGill	550	P. R. Wallace	B. A. Rattray	A. Lloyd Thompson
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18. Memorial	83	J. D. Eaton	Miss O. Broomfield	D. H. Rendell
19. Montreal	350	Michel Brunet	Gerard de Montigny	Abel Gauthier
20. Mt. Allison	51	R. Boorne		R. S. Malpass
21. U. New Bruns.	126	R. L. Rosenberg	E. D. Maher	J. F. Earl
22. N.S. Tech.	16	W. K. Ahern		C. R. Baird
23. Ottawa	115	R. Lebrun	J. Jongerius	W. W. Straka
24. Queen's	304	Richard Gosse	D. D. Monieson	G. K. Rush
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28. St. Mary's	20	J. R. MacCormack		Donald B. Warner
29. St. Paul's	19	A. Giesinger		L. A. Desmond
30. Sask. Regina	103	A. Berland	M. E. P. Henderson	K. B. West
31. Sask. Saskatoon	407	Doug Knott	Lenore McEwen	Duff Spafford
32. Sherbrooke	72	G. Joncas	Jean Melanson	J. Desnoyers
33. Sir Geo. Wms.	82	E. E. McCullough		Mrs. Anne Stokes
34. Toronto	690	C. B. Macpherson	J. H. G. Crispo	I. L. Armstrong
35. United	48	W. A. Morrison	F. W. Barth	E. E. Reimer
36. Victoria	151	Peter L. Smith	Mrs. Marion A. Small	D. Richard Lycan
37. Waterloo	150	Richard Walters	Angus Bruneau	J. B. Capindale
38. Waterloo Luth.	53	Norman E. Wagner	John H. McMurry	P. B. Healey
39. Western	289	Gordon Turner	W. J. L'Heureux	C. G. Winder
40. Windsor	146	E. D. LeMire	P. J. Shontz	J. E. Kanasy
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TABLE OF CONTENTS/TABLE DES MATIERES

Page

Message du Président ... 3
The June Council Meeting ... 5
Annual Reports:
Report of the President ... 7
Report of the Executive Secretary ... 12
Report of the Treasurer ... 16
Report on the J. H. Stewart Reid Memorial Trust ... 19
Salary Scales for Lay Staff ... 20
Laskin Honoured by Queen's ... 33
Academic Freedom - by David Fellman ... 34
Soberman Replies to Collier ... 43
Press Releases:
University Finance ... 44
U.S. Copyright Law ... 46
Organization of the University Year ... 47
C.U.S. - C.A.U.T. Relations ... 51
Notice of Positions Vacant ... 55
Notice of Persons Available ... 56

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JACQUES ST-PIERRE

Président de l'ACPU

MESSAGE DU PRESIDENT

Chers collègues,

L'Association canadienne des professeurs d'Université, qui n'existe que depuis une dizaine d'années, a réussi à s'imposer à la communauté canadienne tant par la sagesse, l'à-propos et la modération de ses interventions que par la haute valeur des universitaires qui ont accepté les responabilités, souvent écrasantes, de la diriger. Je laisse à un autre moment le soin de rappeler à votre souvenir l'oeuvre des grands universitaires à qui nous devons tant. Je ne voudrais souligner ici que quelques-unes des importantes activités de l'Association: surtout celles qui ont trait à la revalorisation, dans l'esprit du grand public, du rôle que la communauté universitaire est appelée à jouer dans la vie d'un Canada prospère et plein de vie.

Les conditions matérielles offertes aux professeurs d'université, tant du point de vue des traitements que de celui des bénéfices marginaux, se sont considérablement améliorées. Même si elles n'atteignent pas encore le niveau optimum, elles sont du moins convenables. Les prises de position de l'Association quant aux conditions faites à la libre recherche et à la libre expression de la pensée lui ont permis de résoudre certains problèmes épineux. Par ce moyen, l'Association a prévenu l'apparition d'accrocs flagrants à la liberté académique et à la permanence: conditions fondamentales qui doivent exister dans les institutions de haut-savoir. Il ne fait point de doute que grâce aux études remarquables sur la permanence, et à l'activité efficace du comité sur la liberté académique, l'Association a marqué des points importants.

Ce qui a été accompli dans le passé ne doit pas nous faire oublier les problèmes cruciaux qui nous confrontent présentement. La totale absence de représentants du corps professoral au sein des bureaux de direction des universités indique clairement que les corps responsables ne sont pas encore convaincus de l'aptitude des universitaires à apporter à la direction de l'oeuvre à laquelle ils ont consacré leur vie, la sagesse et l'objectivité que l'on reconnaît volontiers aux représentants de l'industrie et des gouvernements. Il importe que le plus tôt possible, l'on fasse confiance aux universitaires dans la gestion des institutions dont ils constituent l'essence même. D'ailleurs, la réticence avec laquelle les milieux officiels ont reçu les demandes des professeurs contraste d'une façon surprenante avec la confiance que l'on accorde à un nombre croissant d'universitaires que l'on invite volontiers à faire partie de commissions d'enquêtes ou de comités "ad hoc".

Je m'empresse d'ajouter que la situation se modifie et que bien des espoirs sont permis. Déjà certaines universités commencent à inviter des représentants du corps professoral à faire partie du bureau de direction. De plus, l'intérêt considérable soulevé par la Commission d'enquête sur l'administration universitaire est de bon augure. Le rapport que déposeront, dès le début de l'automne prochain, les commissaires Sir James Duff et Robert Berdahl devrait permettre aux universités de se donner un mode d'administration plus conforme aux réalités présentes.

Parmi ces réalités, il convient de singulariser le problème complexe qui se pose dans le domaine des relations entre les universités et les gouvernements. Le fait que ceux-ci soient appelés à apporter une aide financière de plus en plus considérable aux universités, tant pour les immobilisations que pour les budgets d'opération, doit amener la communauté universitaire et les gouvernements à mettre conjointement au point une formule qui garantisse tous les éléments essentiels associés d'une part, à la liberté académique, et d'autre part, à la responsabilité qui incombe aux gouvernements dans la répartition des fonds publics.

L'ACPU, consciente de l'importance de sa contribution, a récemment mis sur pied un comité chargé d'étudier les relations entre les universités et les gouvernements. La constitution canadienne prévoit que toutes les questions d'éducation relèvent exclusivement des gouvernements provinciaux; les universitaires devront donc prévoir les mécanismes les plus appropriés afin d'exercer une réelle influence. Il existe indubitablement des principes généraux applicables par tout le Canada. Ces principes, étant respectés, il conviendrait pour être réaliste, d'accepter que les modalités d'application puissent varier en fonction de facteurs locaux. L'élaboration d'une solution à ces problèmes exigera que les universitaires consentent à divertir momentanément de leurs activités essentielles, la recherche et l'enseignement, une partie non négligeable de leur temps. L'enjeu est si fondamental qu'il me semble superflu d'en faire la démonstration.

Que tous se convainquent de l'importance d'apporter une contribution personnelle. Je suis persuadé que l'Association ne pourra faire face à toutes ses responsabilités que grâce à un effort concerté. Je demeure confiant dans l'avenir. Le gage de succès le plus important ne réside-t-il pas dans notre vocation même? Celle qui nous amène à consacrer notre vie à la recherche!

Jacques St-Pierre,
Président.

AOUT 1965

THE JUNE COUNCIL MEETING

An Editorial

The annual meetings of the C.A.U.T. Council and of the general membership took place at the University of British Columbia on June 15 and 16. The following members were elected as the Executive and Finance Committee for 1965-66:

President - Professor Jacques St-Pierre (Montreal)
Past President - Professor Bora Laskin (Toronto)
Secretary - Professor Paul Crépeau (McGill)
Treasurer - Professor A. Q. Wood (Manitoba)
Vice-Presidents - Professor R. E. George (Dalhousie)
Professor Gideon Rosenbluth (U.B.C.)
Professor Donald Rowat (Carleton)

Guests present were Dr. David Fellman, of the University of Wisconsin, President of the American Association of University Professors; and Mr. Paul Williamson, of the Canadian Union of Students. Dr. Fellman spoke at the annual dinner, and discussed some of the achievements and problems of the A.A.U.P.

Reports by the President and the Executive Secretary, which were delivered at the general membership meeting, are printed in this issue of the *Bulletin*. Also, the outcome of discussions of several items is reported - as, for example, the policy statement on the Organization of the University Year; a resolution concerning United States Copyright Law; and the exchange of telegrams dealing with the federal government's treatment of the problem of university finance. There are also the annual reports of the Salary Committee and of the Association Treasurer. There are, however, additional matters for comment.

One new affiliate was warmly welcomed to the Association: the Royal Military College Faculty Association, represented at the meetings by Professor J. P. Cairns. The Association was formed early in the year, and after applying for affiliation was visited by an ad hoc committee comprising Professors Harold Good (Queen's) and Stan Mealing (Carleton). The Committee and Council had no hesitation in approving the application. The new Association has a potential membership of about 100.

As the Treasurer's report showed, our membership has increased considerably in the past year, with a consequent improvement in our financial situation. However, a number of complex problems concerning membership eligibility are now confronting us, partly because of the present and prospective growth of junior and community colleges.

It was decided to establish a committee to make a careful study of the entire question.

Another new and important committee is the Committee on the Relations between Universities and Governments. It is clear that while the Duff Commission and the Bladen Commission may both touch on the question of these relations, there is a set of critically important questions that is not essentially the concern of either of them. Recent statements by some Canadian politicians, and indications that some provincial governments may expect to interfere in the making of appointments, are sufficient cause for concern. It was therefore decided that a Committee should be given these terms of reference.

The establishment of one other committee was decided upon: a Committee on the Status of Women in University Teaching. It is desirable not only to bring to light any instances of discrimination in such matters as retirement schemes, health insurance, etc., but to learn also whether there is differential treatment in matters of promotion, senior appointments, committee work, and so on, and if possible to learn some of the reasons why there are not more women in university teaching. Some partial studies have been made in the past, and attempts made to correct inequities (see *Bulletin,* December 1961); but a more comprehensive study is needed, in a profession in which the percentage of women dropped from 12.7 to 8.9 between 1959 and 1963.

Finally - of special interest to readers of the *Bulletin* - Professor Robert Torrens, of the University of Western Ontario, a veteran of CAUT affairs and a past president of the Association, agreed to undertake the editorship of the *Bulletin.* The previous editor, Professor Betty Bandeen, also of Western, agreed to serve as editor of the Newsletter.

The comment was made occasionally that this year's meetings were marked by rather less controversy than has sometimes been the case. I think that there were two reasons for this: we are awaiting the reports of several important Commissions and Committees, which are bound to give rise to a good deal of discussion - the Duff and Bladen reports, for example, and the report on Educational Television - but the discussion has of course to be deferred in the meantime; and we have for the time being overcome the financial difficulties that have bedevilled us in the past. As a consequence, the Council got through a great deal of solid and important work with relative calm.

J. Percy Smith,
Executive Secretary.

REPORT OF THE PRESIDENT TO THE ANNUAL MEMBERSHIP MEETING OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS, UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, JUNE 16, 1965.

As your outgoing President I am heir to a tradition that demands that I report to you on the state and health of our Association during my year of service. I do not intend to detail the activities of the Executive nor of the Council in 1964-65. We have established a sensible practice of giving an account in the C.A.U.T. Bulletin of decisions taken by these bodies. But even if I were inclined to draw them again to your attention, this would be a superfluous undertaking this year in the face of the attractive brochure—a copy of which I hold in my hand—recently prepared by the Executive Secretary for general distribution. What the C.A.U.T. is and what it does—and indeed what it hopes to do in some areas—are simply recited for the benefit of those of our colleagues who are not members. The brochure will repay perusal as well as by those who are.

Let me place in the forefront of this report my deep appreciation of the work of our National Office; the members of our small staff have worked faithfully with the Executive, and, I believe have been responsive to the inquiries of local staff Associations. If I have any quarrel at all with the liaison between national office and local staff associations, it is to rebuke the local associations for not making greater use of our national office for information and for advice. Local problems are national problems writ small; and local solutions may, unhappily, produce national discomfort if they are incompatible with national policy and have no special foundation on which to justify the variation. I shall return to this theme later.

My allusion and tribute to the national office should be understood by all of you as a mark of my admiration for the capacity and devotion of our national Executive Secretary, Professor J. Percy Smith. He has been in office for barely one year, coming at a critical time for our Association and after a five month gap following the death of Stewart Reid during which the fort was valiantly held by my predecessor as President, Professor Robert Torrens, with the cooperation of our assistant secretary, Mrs. E. L. Southwell, and our research assistant Mr. Witold Weynerowski. Professor Smith has brought to

the post of executive secretary great sensitivity, and modesty, coupled with a passionate concern for the welfare and status of the University teacher and an articulate forthrightness in handling the day to day business of the Association—this I know well from the inundation of copies of correspondence sent to me during the year.

More and more, the daily business of the Association includes what I may call external relations on a continuing basis. Episodic interventions with government, like those prompted by the *Sibley* affair, will, of course, always be necessary in our guardianship of freedom of inquiry, freedom of speech and freedom of movement. These will, hopefully, become less frequent as we develop a steady relationship and dialogue with governments at all levels, so that they will understand better than some members of them now do how important it is to the country, to the province and to the municipality that universities and university teachers be able to realize their purposes and be provided with sufficient means to do so.

At the provincial and municipal level, we have looked to regional groupings of staff associations and to local staff associations to establish a continuing relationship with government. This has become imperative in view of the chartering of new Universities by provincial Legislatures in the exercise of their constitutional responsibility in matters of education. The necessary expansion of university facilities and the consequent growing dependence of universities on public funds have of course brought university affairs under closer governmental scrutiny. This in turn demands vigilance on the part of the university teacher and teacher-administrator as to the terms on which new University Charters are issued and existing ones revised. We cannot look complacently upon charters of new Universities with self-perpetuating Boards of Governors neither accountable to nor in any way representative of the teaching staff. Nor should we endure without protest any tendency to cut down the traditional initiative and autonomy of the academic Senate in the establishment of faculties, schools and departments. Every University in Canada has had to consider with more deliberation than ever before an order of priorities, and it is to me unthinkable that this should be done without the fullest participation of the teaching staff.

Wise University presidents—and there are not always enough of them—recognize that if they are to remain part of the academic establishment they must reinforce their position by greater reliance upon the counsel of the teaching staff and by giving academics a greater

share in policy-making. The modern University is too complex for a President to be able any longer to pretend that he can singlehandedly represent the faculty. The expanding business side of the administration of a University has brought into its councils a number of persons whose focus is not an academic one; and if we persist in the make-believe—or allow it to survive—that the financial powers and policies of a University are matters separate from the academic powers and policies —that the academics have no proper concern with finance, with property, with building programmes—we may find ourselves pushed into a new kind of master-servant relationship at a time when we are beginning to emerge from the old one.

Although the National Office and the National Executive may seldom be directly involved in representative faculty liaison with provincial governments, it is important that they be kept informed and that the National Council have an opportunity to assess in national terms any provincial changes in the structure or government of a University. It should not be too much to hope that there are commonly-held beliefs by University faculty on the proper balances in the organization of power in a University. Yet there may be cases—and I am reminded of a recent example—in which an acquiescent local faculty may endorse policies which run against the current of practices elsewhere. In such a situation, I do not believe that, however much the C.A.U.T. respects the independence of its constituent units, it would be justified in remaining silent. It is quite obvious that the Duff-Berdahl enquiry into University Government, on which a report is expected sometime this autumn, will have been greatly affected by the legal, the statutory prescription for the administration of Universities. It has, accordingly, seemed to your National Executive to be necessary to follow this inquiry (jointly sponsored by the N.C.C.U.C. and the C.A.U.T.) with a study of the relations between Universities and Governments. A Committee, inevitably known as C.R.U.G., has been established by the Council to explore those relationships and to make recommendations that will preserve university autonomy within a framework of public responsibility.

Our concern for recognition as a consultative agency of government on University matters has not blinded us to the advantages of making common cause with related associations of University administrations and University students. In the past year, we have met twice with representatives of the N.C.C.U.C., now the A.U.C.C., and one of the fruits of these meetings is the forthcoming study of University

pensions in which we are associated with the Canadian Association of University Business Officers as well as with the Association of Universities and Colleges of Canada. There will be regular annual or semi-annual meetings with representatives of the A.U.C.C., and we are looking forward to a similar development in our relations, only recently established, with both the Canadian Union of Students and the Union Générale des Etudiants du Québec. Other illustrations of external involvements are our soon-to-be announced accreditation as a cooperating organization of the Canadian National Commission for UNESCO, and, on a more temporary basis, our connection with the National Centennial Commission through our sponsorship, as a centennial project, of a conference to examine the achievements, the problems and the prospects of higher education in Canada. In this, we will have the cooperation of the A.U.C.C. whose centennial committee has approved our proposal.

It may be a fair question whether we can afford to strain our resources and the energies of our staff to accommodate these alliances and involvements if at the same time we are anxious to improve our service to our own members. In my opinion, we must find ways to meet both our domestic obligations and these external commitments which are so relevant to the domestic front. We have, as you know, advertised for an associate executive secretary, but even if we are as successful in filling this vacancy as we have been in filling the post of executive secretary, we will still have to rely (and even more in the future than in the past) on the willingness of our ordinary members to respond to calls for service—service in the preparation of submissions, as members of special committees and as reporting representatives at various conferences. Favourable as is our ratio of actual members to eligible members and gratifying as has been the general acceptance of the recent increase in annual dues, we are a long way from any possibility of having available a visiting field staff to supplement the resources of the National Office. If we had such a staff, I would not like to turn over to it all the work of the kind I have referred to above and for which we have relied on local response. The University teacher, engaged daily in teaching and research, and intimately involved as a member of a profession in the life of his University, remains the person best qualified to understand the problems of universities and university teachers. Our professional capacity for detachment will not be threatened merely because we turn it on ourselves and our relations to our universities and to our society. If it is, we will have surrendered our claim to be what we profess.

In the past few years, the numbers of University teachers have grown remarkably, and will continue to do so for an indetermined number of years ahead. A good many, I dare say the majority, have given immediate support to the C.A.U.T., and this is in itself a testimonial to those who founded this Association and gave it direction, and also to those University administrators who have recognized in the C.A.U.T. and in its local affiliate allies in the pursuit of common objectives. The C.A.U.T. knows that in the recent recruits to University teaching there are talents and energies, and it is our hope that they will be placed at the service of us all in participation in the work of the local associations and of national committees.

I am encouraged by the rise in our membership and by the evidence of closer relationships with many University administrations to hope that all members of University faculties will see the wisdom of supporting the C.A.U.T. as their professional association. Here and there I detect a lingering fear that the professionalization of University teaching is incompatible with academic integrity. This fear conjures up a different period than the one in which we now live. It even ignores the foundation pieces of the University which developed out of the professional faculties of law, medicine and theology. We see ourselves as a profession because we admit on the one hand to a sense of public responsibility for establishing a climate of intellectual excellence in the community and because on the other hand we insist on a certain liberty to determine the conditions upon which we will exercise our functions as a process of self-government. As members of a professional association we are employees neither of our Universities nor of our governments that finance our Universities. The contributions we make to the common weal through independence of inquiry, through detached and resolute re-examination of old truths and pursuit of fresh ones—will not be one whit less, and, indeed they are more likely to be accelerated, if we continually insist that we are responsible masters of the conditions in which we carry on our work and practice our profession of teaching and research.

Bora Laskin
President, C.A.U.T. 1964-65

REPORT OF EXECUTIVE SECRETARY TO THE ANNUAL GENERAL MEETING - JUNE 15, 1965

Most of the items on which I might be expected to report to the general meeting are in fact being dealt with during these two days of Council meetings. Since there is so great an overlap in the membership of the two bodies, I do not propose to invite either boredom from the Council members or inquisition from the rest by repeating what has already been said. It seems appropriate that I should make a report at this time, especially since these meetings in effect mark the end of my first year of service in the C.A.U.T. national office. If some of the observations I make are of a more or less personal nature, I shall try to keep the advisable caveats in mind.

The first matter on which I should like to report concerns the national office staff. Within the past couple of weeks two members well known to many of you have announced their intention of leaving us, a fact which has made me wonder occasionally, in the still watches of the night, whether I am really rather hard to get along with. At all events, our Research Assistant, Mr. Weynerowski, leaves us later this summer for Geneva, where he will study for two years at the Graduate Institute of International Relations of the University of Geneva. He had no sooner received word of his acceptance at the Institute than Mrs. Southwell, our Assistant Secretary, announced her decision to go to live in the West Indies: which is my penalty for encouraging her to take a holiday in the South last February.

Mr. Weynerowski's tasks have been widely varied. Let me mention just two matters of great significance for which he has been especially responsible. It was he who collected, catalogued, and forwarded to the Commissioners the great mass of documents dealing with university government, used by Sir James Duff and Professor Berdahl in preparation for their study, and now being used by them as they write their report. It was Mr. Weynerowski also who over the past two years has patiently collected and collated and corrected the great mass of material on fringe benefits in Canadian universities which is contained in the current issue of the *Bulletin*. It seems to me that this one of the most remarkable reports ever produced in this Association, and certain to be one of the most useful. We intend to try to keep it up to date so that its usefulness will continue unimpaired.

Mrs. Southwell, as many of you know, helped Stewart Reid to establish the national office. In its daily routine, as in the round of

meetings of the Council and the Executive and Finance Committee, her influence has always been present, and her patience, resourcefulness and good cheer a constant source of strength. I cannot sufficiently praise the work of these two staff members. Their full devotion to this Association and what it stands for will never be entirely known, even to those who worked closely with them. I can only say to them, on your behalf as on my own, "Thank you, and may your ways be blest!"

Mention of Mr. Weynerowski and Mrs. Southwell leads me to speak about some aspects of the work of the national office. I take the view that the C.A.U.T. is and must remain essentially a grassroots movement. Its real strength lies in the local faculty associations. It derives its quality and character and effectiveness from them; indeed, the national body and the national office exist essentially to serve them. It follows that the first need in this Association, as in so much of Canadian life at present, is the need of communication. I should like to comment on two aspects of this need.

Twelve years ago, when I served a term as secretary of the C.A.U.T., I found that my principal function was to keep the dozen local associations in touch with each other, so that each might know what the others were doing and all might benefit from the knowledge. In those days the principal concern was with salaries, and successive Executives established gradually the system of gathering and pooling salary information which continues to be so invaluable to us, improved and refined as it has been by such astonishing people as Professor Rosenbluth, the present chairman of the C.A.U.T. Salary Committee. The interests of the Association have now, of course, extended far beyond salary matters. Yet this basic fact remains: the function of the national office is to serve as a clearing-house for information and ideas about a great number of subjects.

It can, however, perform this function only if the local associations make it do so; and on the whole, I regret to say, they do not. I realize that my doctor would regard me as certifiable if he heard me say this, but the fact is that the national office is not worked nearly hard enough. By this I mean that on the whole the local associations do not keep the national office sufficiently well informed to enable it to be anything like as useful as it should be. If I may illustrate, let me turn briefly to the vital question of academic freedom and tenure. Some local associations have academic freedom and tenure committees, and some of these serve as grievance committees. It is clear that some of them are most effective in dealing with tenure problems and related

matters before they reach the point where they have to be brought before the national A. F. and T. Committee. The work that they do deserves the highest praise. There ought to be one on every campus. But the fact is that although we know of the existence of a few such committees, we do not know how many there are or how they function. We do not know how many local associations would like advice about the setting up of them, or how many have not even thought of having them. The same thing is true as regards teaching-loads, faculty housing, the status of women professors, admissions policies, sabbatical leaves, bookstore policy, and countless other subjects. It is true that if there were even six committees in each association, the national office might theoretically find itself involved in correspondence with 250 different chairmen, but I have no fear of that happening. My point is that we could be doing much more to help each other in making our work more effective, while at the same time reducing the total burden, if we made greater use of the national office as a source and a clearing-house. I suggest the simple device of informing the national office each time a new local committee is set up, and sending in a copy of its report when its work is done.

I turn from that aspect of the problem of communication to the other: what we may call our external relations, our public image. In part this is related to the first aspect. Increasingly, as C.A.U.T. is winning public recognition, we are given the opportunity of providing representation on national bodies, of offering advice to other organizations, or of making submissions or statements on questions of nation-wide concern. Too often, it seems to me, these things are done haphazardly, on the spur of the moment, committees being formed or individuals named only because the Executive Secretary or a member of the Executive and Finance Committee happens to know them. This does not necessarily mean that the work in question suffers - it does mean that the person who undertakes it suffers; for we tend to make use of the same people over and over again, while failing to draw on the superb reserves of knowledge and energy, especially among younger faculty members, that this Association possesses. Here again the grassroots nature of the organization is most important. It is the local associations that best know their members and their capacities; it is they who can best tell what stores of unused talent may be available. I should urge local Executives to have constantly in mind the needs of the national Association for committee members, and to pass on to the national office suggestions along these lines whenever they feel that there may be a need or an opportunity.

I mentioned our "public image", and I should like to say something about it. There can be no question that as Canadian universities grow in size and number and take a continually larger portion of provincial and national budgets, they are going to come under ever closer public scrutiny. They will be made the subject of long, hard, and sometimes very cold stares by politicians, newspapermen, and all sorts of other bodies who may be worried, or critical, or merely curious about what is done with public money. This is as it should be, and we cannot complain. It does, however, place on the shoulders of the C.A.U.T. and of every local Faculty Association the duty of engaging in a program of education aimed at boards of governors, politicians, journalists, and the general public, as to the real nature and functions of universities. This is not a pleasant job for academics, especially since it is clear that a portion of the people in question are inherently uneducable. Yet the job must not be shirked for that reason; the very existence of universities depends more and more on its being done. Once again I stress the responsibility of the local associations. At the national level some obvious challenges can be taken up, some obvious contacts made; and the national office can provide materials of various kinds for the work. But it is the local associations that know, if they are alert, what direction the campaign of education must take at any given moment in a local context, where the threats lie, how they should be met.

It is impossible to foresee an end to this campaign. It must nevertheless be fought with all the courage and pertinacity and skill (and, if possible, the humour) with which one learns to face each year a new class of freshmen. We are teachers - we do not abandon the job of education merely because it is never done, or shrug it off onto someone else's shoulders when it becomes distasteful. We learn courage and imagination and purpose from each other and from those who have preceded us.

It is on this note that I should like to end this "report". None of us is without his heroes - people who have made ours a profession to be proud of. On the wall of my office in Ottawa there are two photographs to which my glance is lifted many times each day. One of them is a photograph of the first three honorary life members of this Association: Vernon Fowke of Saskatchewan, Fred Howes of McGill, Frank Underhill of Toronto and Carleton. The other is of Stewart Reid. I think I need say no more.

J. Percy Smith

REPORT OF THE TREASURER TO THE ANNUAL MEETING, 1965

Report on Current Fiscal Year, 1964-65: Eight Months Operation and Remaining Four Months Projection

In the matter of finances, C.A.U.T. is having a good year. As the attached Statement of Income and Expenses shows, income will be higher this year than was estimated at the beginning of the year while expenditures will be somewhat less. The result is that a projected deficit of $4500 on the current year's operations will likely be transformed into a $4000 surplus.

Revenues for the eight months period ending April 30, 1965, have amounted to $61,021.19, with an estimated $11,000 in membership dues yet to be received. This will give a total revenue of some $72,000, nearly $5,000 more than had been projected eight months ago. This improved revenue picture is entirely due to the welcome increase in C.A.U.T. membership to about 7000; and an expression of thanks is in order to all Local Treasurers, personnel of Membership Committees, and loyal C.A.U.T. people whose enthusiasm and energy have caused such a substantial increase in our membership.

Expenses for the eight months period ending April 30, 1965 have amounted to $43,287.79, with an additional $26,500 projected for the four remaining months, to give an estimate of $67,785 for the year. This reduction of nearly $4,000 in the original estimate of expenditures is to be explained by two factors, neither of which was anticipated and both of which should be regarded as temporary: a) a reduction in the *Bulletin* cost estimate from $11,500 to $9,000 owing to the non-appearance of the *Newsletter* and some savings in printing and distribution costs; and b) a reduction in the Travel Expenses of the Executive Secretary from $4,000 to $2,000 owing to the curtailment of visits to local associations made necessary by increased presssures of business in the National Office.

During the year a number of decisions involving the Treasurer have been made to increase C.A.U.T. services and efficiency. The staff of the National Office has been increased by one and a half: a permanent secretary for the Executive Secretary and a part-time clerk-typist. Additional office equipment to the value of $1,000 has been purchased for the National Office. Modest improvements have been made in the fringe benefits provided for members of the National Office staff. A member of C.A.U.T. has volunteered his services to the Association as an investment counsellor. With additional local associations adopting some form of 'check-off' for membership, the payment

of C.A.U.T. membership dues continues to make progress in the direction of regularity and order. While it was necessary again this year to borrow in order to meet current expenses during the first three months of the fiscal year, it was possible in January to invest $15,000 in short-term securities; and the interest on this investment will offset the cost of the earlier borrowing.

Budget Planning: 1965-66

If the estimates for the remaining four months of the current fiscal year are correct, C.A.U.T. will end the year with some $30,000 in reserve. And with the fee rise coming into effect in July, a considerable increase in revenue can be expected for the fiscal year 1965-66.

Revenue and expenditure prospects for 1965-66 can only be estimated roughly at this time. But if there is increase in membership to 7500, a modest projection, revenues for 1965-66 will exceed $106,000. Expenditures can also be expected to rise considerably. The estimate is $87,000 and includes a major increase in salaries and staff benefits to cover the expected addition of an Associate Executive Secretary, a full-time clerk-typist instead of a part-time one, and a part-time book-keeper. Also projected are increased tenancy costs to cover much needed additional space in the National Office; and modest increases in Committee Travel Costs, Telephone and Telegram charges and Office Supplies. With all of this, however, a surplus of more than $19,000 is projected on next year's operation; and if this is achieved it will be possible to add a sizeable amount to the C.A.U.T. reserve.

Edward J. Monahan,
Treasurer

INTERIM BALANCE SHEET - as at April 30, 1965

ASSETS		$	$
Current	Cash at Bank	2,767.76	
	Investment in Bonds (cost)	28,943.83	
	Investment in short-term securities	15,000.00	
	Prepaid Supplies and Insurance	412.00	47,123.59
Equipment			
	Furniture and Equipment (cost)	6,927.09	
	less Accumulated Depreciation	5,424.00	1,503.09
			48,626.68
LIABILITIES	Accounts Payable		756.00
SURPLUS	as at April 30, 1965		47,870.68
			48,626.68

STATEMENT OF SURPLUS

September 1, 1964 to April 30, 1965

Surplus Balance, as at September 1, 1964	30,137.28
Plus Excess of Income over Expenses for 8 months ending April 30, 1965	17,733.40
Surplus Balance as at April 30, 1965	47,870.68

STATEMENT OF INCOME & EXPENSES

Income	12-month *Estimate* (*a*) 1965-66	8-month *Actual* Sept-Apr.	4-month *Estimate* May-Aug.	(revised) 12-month *Estimate* 1964-65	12-month *Estimate* 1964-65
	$	$	$	$	$
Membership fees	$65,500	$59,465.00	$11,000	$70,465	$105,000(b)
Other:	1,600	1,556.19		1,556	1,600
TOTAL INCOME	67,100	61,021.19	11,000	72,021	106,600
Operating Expenses					
Salaries	31,340	20,280.00	10,783	31,063	40,000(c)
Staff Benefits	3,000	1,926.47	1,251	3,177	4,400(c)
Bulletin (net of adv.)	11,500	5,042.59	4,000	9,042	11,500
Travel: Exec. Sec.	4,000	1,516.00	200	1,716	4,000
Committees	10,000	6,222.89	5,000	11,222	13,000
Subsidy	1,200	1,154.30	—	1,154	1,200
Office: Tenancy Costs	3,120	2,163.25	1,050	3,213	4,300
Tel & Tel	900	487.53	250	737	1,000
Supplies, Postage	1,800	1,679.98	500	2,180	2,500
Depreciation	1,300	924.00	462	1,386	1,600
Sundry: Conference & fee payments; misc.	3,500	1,890.78	1,000	2,890	3,500
TOTAL EXPENSES	71,660	43,287.79	24,496	67,784	87,000
Excess of Income over Expenses	-4,560	+17,733.40	-13,496	+4,237	+19,600
	67,100	61,021.19	11,000	72,021	106,600

(a) from Statement of Accounts for year ending August 31, 1964.

(b) based on estimate of 7500 members.

(c) based on addition of Assoc. Ex. Sec., full-time clerk-typist, & part-time book-keeper.

J. H. STEWART REID FELLOWSHIP TRUST FUND AS OF AUGUST 10, 1965

Amount contributed - $12,147. Interest - $41.78

In Bank - $3,629.59

In Bonds - $8,000.00 (cost $8,558.58)

Total number of contributors - 425 (a few have contributed twice). Number of Faculty Associations contributing - 13 (U.B.C. has contributed twice).

U.B.C.	$1,000.	Regina	*250.
Carleton	100.	Sir Geo. Wms.	200.
Lakehead	30.	Toronto	1,000.
St. John's	35.	Victoria	200.
Memorial	50.	Western	510.
U.N.B.	100.	Loyola	60.
Saskatoon	1,000.		

*plus $25.83 from the Sask. Regina Campus Employees Charitable Donations Plan.

Number of individual contributors from:

Acadia	1	Misc.	6
Mt. Allison	1	Montreal	8
Alberta, Ed.	15	U.N.B.	3
Alberta, Calgary	15	Osgoode	1
Bishop's	1	Ottawa	6
Brandon	1	Prince of Wales	1
U.B.C.	24	Queen's	11
Carleton	12	St. F.X.	4
Dalhousie	11	St. Mary's	1
Guelph	6	Saskatoon	7
Lakehead	6	Regina	4
Laurentian	2	Sir Geo. Wms.	6
Laval	10	Toronto	54
Loyola	7	Victoria	8
McGill	31	Waterloo	3
MacDonald	1	W. Lutheran	1
McMaster	10	Western	29
Manitoba	99	Windsor	6
Memorial	8	York	1

No contributions received from United College, Jean-de-Brébeuf or Nova Scotia Technical College.

R. W. Torrens
Chairman, Trust Fund

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Prepared for meetings of the Canadian Association of University Business Officers and the Canadian Association of University Teachers)

As has been the case since 1961-62, the Dominion Bureau of Statistics has collected information on salary scales for university teachers for release in June, before the opening of the academic year. Unless otherwise noted, all scales have been reported as final. Institutions marked with an (*) below may have revised scales for 1965-66.

The institutions whose names are underlined below have increased minimum salaries for two or more ranks over their 1964-65 rates. Others may have also increased their scales, but are either reported for the first time this year, or did not submit a return for last year. Still others (e.g. Memorial and McMaster Universities) raised the floor for only one rank. It will be noted that well over half of the institutions included reported increases over 1964-65 for two or more ranks.

For 1964-65, the highest floors reported were $13,000 for full professors, $10,000 for associate professors, and $7,500 for assistant professors. Four institutions reported these figures while about 10 others reported floors for these ranks of $13,000; $9,500; and $7,500 respectively. For 1965-66 (based on data received by June 30, 1965), the highest floors reported were by the Universities of Alberta and Saskatchewan: $14,000 for full professors, $11,000 for associate professors, and $8,200 for assistant professors. Several other institutions had floors above the 1964-65 highs for one or more ranks.

The institutions included are in the main those with membership in the National Conference of Canadian Universities and Colleges, the Canadian Association of University Business Officers, or with local staff associations affiliated with the Canadian Association of University Teachers. Most institutions having a preponderance of staff members in religious orders, or with no specific academic rank, are omitted.

Data for each institution were entered as soon as they were received. There has thus been no ranking of institutions. They are listed in the following order:

Osgoode Hall Law School
University of Toronto
University of British Columbia
University of Waterloo
Brandon College
Saint Mary's University
Memorial U. of Newfoundland
University of Trinity College
University of King's College
Saint Dunstan's University
The University of Manitoba
The U. of Western Ontario
St. John's College
University of Ottawa
Waterloo Lutheran University
University of Alberta
Mount Allison University
Acadia University
St. Francis Xavier University
Trent University
Dalhousie University
University of New Brunswick
Carleton University
McMaster University
Laurentian U. of Sudbury
Notre Dame U. of Nelson (B.C.)
University of Windsor
Manitoba Law School
U. of St. Michael's College
Sir George Williams University
McGill University
Huron College
York University
Loyola College
Université de Sherbrooke
Ecole Polytechnique
Lakehead University
University of Saskatchewan
Université de Montréal
Ecole des Hautes Etudes Commerciales de Montréal
University of Guelph
*Université Laval
Victoria University (Ont.)
Collège Sainte-Marie
Queen's University at Kingston
St. Paul's College (Manitoba)
Bishop's University
Nova Scotia Technical Coll.
Université de Moncton
University of Victoria (B.C.)
*United College
*Royal Military College of Canada

Higher Education Section, Education Division, Dominion Bureau of Statistics, Ottawa, Canada.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in April, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Osgoode Hall Law School:							
Minimum		none	13,000	9,500	7,500		
Maximum				none			
Annual Increment		none	500	500	500		
University of Toronto:						*Lecturer*	
Minimum		13,000		9,500	7,500	6,000	*Instructors*: no scale
Maximum					none		
Annual Increment					none		
University of British Columbia:						*Instructor II*	
Minimum	none	none	13,000	10,000	8,000	6,500	*Senior Instructor, Instructor I & Lecturer*: no minimum, maximum, or annual increment.
Maximum				none			
Annual Increment				none			
The University of Waterloo:						*Lecturer*	
Minimum	14,500	13,600	13,000	9,700	7,600	6,000	
Maximum				none			
Annual Increment		Variable: based on scale, service, and merit					
Brandon College:						*Lecturer*	
Minimum		none	12,000	10,000	7,500	6,000	*Instructors* in Music: Same as Lecturers in Arts and Science
Maximum		none		12,000	10,000	7,500	
Annual Increment		annual increments not fixed					
Saint Mary's University:						*Lecturer*	
Minimum		no information	11,000	9,000	7,000	5,700	
Maximum		no information	none	none	9,000	7,000	
Annual Increment		no information		300	300	300	

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in April and May, 1965, to the Dominion Bureau of Statistics by institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Memorial U. of Newfoundland:						*Lecturers and Instructors*	
Minimum	none	11,500	11,000	9,000	7,500	none	
Maximum				none			
Annual Increment				none			
U. of Trinity College:						*Lecturer*	*Instructors*: minimum
Minimum		13,500	13,000	9,500	7,500	6,000	5,000
Maximum		none established, except as determined by minimum for the next rank					
Annual Increment		varies within each rank based upon ability					
University of King's College:						*Lecturer*	
Minimum		not stated	11,000	9,000	7,000	negotiated	
Maximum		not stated		none			
Annual Increment		not stated		none automatic			
Saint Dunstan's University:						*Instructor*	
Minimum		none	11,150	9,300	7,300	6,500	*Lecturers*: no scales (minimum and increments negotiated, no maximum)
Maximum		none	15,000	12,200	10,150	7,000	
Annual Increment		no information	350	300	300	250	
The University of Manitoba:						*Lecturer*	
Minimum		no scale	13,500	10,500	8,000	no minimum	
Maximum		no scale	none	13,499	10,499	7,999	
Annual Increment				none			
The U. of Western Ontario:						*Lecturer*	*Instructors*: minimum
Minimum	none	12,500	12,500	9,500	7,500	6,500	5,500
Maximum				none			
Annual Increment				none			

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
St. John's College:						*Lecturer*	
Minimum	13,500		13,000	9,500	7,500	6,000	*Special Lecturers* and
Maximum	none		none	13,000	9,500	7,500	*Instructors*: no scales or
Annual Increment	200		200	200	200	200	annual increments
University of Ottawa:[1]						*Lecturer*	
Minimum		none	12,500	10,000	7,600	6,000	
Maximum		none	17,000	12,500	10,000	8,000	
Annual Increment		none	500	500	400	400	
Waterloo Lutheran University:						*Lecturer*	
Minimum	none	no	12,650	9,500	7,500	6,000	
Maximum	none	additional	none	12,650[2]	9,600[3]	7,750[4]	
Annual Increment	500	salary	400	350[2]	300[3]	250[4]	
University of Alberta:						*Lecturer*	*Instructors*: no mini-
Minimum	none	14,250	14,000	11,000	8,200	none	mum
Maximum		none		13,600	10,600		none
Annual Increment		none		400	400		none
Mount Allison University:						*Lecturer*	
Minimum		none	10,500	9,000	7,000	5,000	
Maximum			none				
Annual Increment			none				

[1] This new scale will be fully effective on July 1, 1967.

[2] Maximum and increment for Associate Professors I. For II, maximum is 12,500 and increment 250.

[3] Maximum and increment for Assistant Professors I. For II, maximum is 9,300 and increment 200.

[4] Maximum and increment for Lecturers I. For II, maximum is 7,500 and increment 150.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Acadia University:						*Lecturer*	
Minimum		none	10,000	8,500	6,500	5,500	
Maximum			none				
Annual Increment			none				
St. Francis Xavier U.						*Lecturer*	
Minimum		no information	11,000	9,000	7,000	5,500	
Maximum		no information	none	11,000	9,000	7,000	
Annual Increment		no information	250	250	200	200	
Trent University:						*Lecturer*	
Minimum	—	—	13,500	10,000	8,000	6,500	
Maximum		not applicable			none		
Annual Increment	—	—		no information			
Dalhousie University:						*Lecturer*	
Minimum		not stated	11,000	9,000	7,000	not stated	
Maximum			none				
Annual Increment			reviewed annually				
University of New Brunswick:						*Lecturer*	
Minimum		none	11,300	9,200	7,200	none	
Maximum			none				
Annual Increment			none				
Carleton University:						*Lecturer*	
Minimum		none	12,600	9,700	7,700	none	
Maximum			none				
Annual Increment			not specified				

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
McMaster University:						*Lecturer*	
Minimum	none	13,300	13,000	10,000	7,500	6,000	*Instructor*: no minimum
Maximum				none			
Annual Increment				none			
Laurentian U. of Sudbury:						*Lecturer*	
Minimum	14,000	12,000	not	9,000	7,500	6,500	*Instructor*: 5,000 x 250
Maximum	16,000	15,000	appli-	11,000	9,500	8,500	to $6,500
Annual Increment	500	500	cable	300	250	250	
Notre Dame U. of Nelson:						*Instructor*	
Minimum	500	350	8,500	7,000	5,500	4,500	
Maximum	above	above	10,500	8,750	7,000	5,750	
Annual Increment	rank	rank	400	350	300	250	
University of Windsor:						*Lecturer*	
Minimum	no information		13,500	10,000	8,000	6,500	
Maximum	no information		none	14,000	10,500	8,500	
Annual Increment	no information			none			
Manitoba Law School:							
Minimum	14,500	none	13,500	10,000	7,500		
Maximum			none				
Annual Increment			none				
U. of St. Michael's College:						*Lecturer*	
Minimum	none	13,500	13,000	9,500	7,500	no data	
Maximum		none		12,900	9,400	supplied	
Annual Increment	none	500	500	500	500		

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Sir George Williams University:						*Lecturer*	*Sessional Lecturer*
Minimum	15,000	13,000		10,000	7,600	6,600	6,500
Maximum	16,000	14,800		13,000	10,600	9,300	6,600
Annual Increment				none	defined		
McGill University:						*Lecturer*	
Minimum		none	13,000	10,000	7,500	6,250	
Maximum			none				
Annual Increment		none	400	350	300	250	
Huron College:						*Lecturer*	
Minimum	none	11,500	none	9,000	7,500	6,500	
Maximum			none				
Annual Increment			none				
York University:						*Lecturer*	*Instructor*
Minimum	15,000	none	13,000	9,500	7,500	6,000	4,400
Maximum					none		
Annual Increment					none		
Loyola College:						*Lecturer*	
Minimum		none	13,000	9,800	7,800	6,300	
Maximum		none	17,680	13,100	10,175	8,010	
Annual Increment		no information	390	294	234	189	
						Chargés d'enseignement	*Chargés de cours*
Université de Sherbrooke:							
Minimum		no information		none		6,400	6,400
Maximum		no information	16,500	13,700	10,800	9,400	9,400
Annual Increment		no information	400	400	300	300	300

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Ecole Polytechnique:						*Assistants*	*Démonstrateurs*
Minimum	not	15,000	13,800	10,500	7,500	6,000	5,700
Maximum	stated	16,500	16,000	14,000	11,000	8,400	6,900
Annual Increment		—	360	300	300	300	300
Lakehead University:						*Lecturers*	
Minimum		13,000		9,750	8,000	6,500	
Maximum			none				
Annual Increment		400		400	400	300	
University of Saskatchewan:[5]						*Lecturers*	*Instructors*
Minimum		14,000		11,000	8,200	6,500	6,000
Maximum		none		13,600	10,600	8,500	8,000
Annual Increment		none		[6]	400	300	none
Université de Montréal:					*Chargé d'enseignement*	*Senior*	*Chargé d'enseignement*
Minimum		none	13,500	10,500	7,800	6,000	5,000
Maximum		none	16,500	14,000	10,800	9,500	8,600
Annual Increment		none forseen	350	300	300 & 200	300 & 200	300 & 250

[5] The category of "B" Professors (Professors of distinction) will be discontinued, and a study will proceed regarding the advisability of replacing it by a certain number of named professorships.

[6] The annual increment for associate professors is $400 until the midpoint of the range is attained. The continuation of further regular increments is reviewed at this point.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Ecole des Hautes Etudes Commerciales:					*Chargés de cours*	*Stagiaire d'enseignement*	*Stagiaire de recherches*
Minimum	none	annual supplement of 500 to 1,500	13,500	10,500[7]	6,400[8]	5,000[9]	5,000
Maximum	none		16,500	14,000[7]	10,500[8]	5,900[9]	5,000
Annual Increment	none		350	300[7]	300-500-300-200[8]	300[9]	none
University of Guelph:[10]						*Lecturers*	*Assistants*
Minimum		13,000	12,000	10,000	7,500	6,000	5,250
Maximum[11]	none	15,000	14,000	12,000	9,500	7,200	6,300
Annual Increment[11]	none	500	500	500	500	300	250
Université Laval:[12]						*Assistants*	
Minimum	[13]	no supplement	13,200	9,900	7,700	5,500	
Maximum	[13]		16,500	13,200	9,900	6,500	
Annual Increment[14]			0-200	0-400	0-400	0-500	
Victoria University (Ont.):						*Lecturers*	*Instructors & Teaching Fellows*: no minimum or maximum
Minimum	15,000	13,000		9,500	7,500	6,000	
Maximum		none		12,500	9,000	7,500	
Annual Increment		varies					

[7] Data for *division de la licence*. For *division du baccalauréat,* figures are 9,300 x 300-200-250 to 12,000.
[8] Data for *division de la licence*. For *division du baccalauréat,* figures are 7,000 x 250-300-200 to 9,800.
[9] Data for *division de la licence*. For *division du baccalauréat,* figures are 5,000 x 400-500-600 to 6,500.
[10] Formerly the Federated Colleges of the Ontario Department of Agriculture (Ontario Agricultural College, Ontario Veterinary College, and Macdonald Institute).
[11] Maximums and specific increments will be removed after September, 1965.
[12] Revisions planned for 1965-66. Figures given are for unrevised scales.
[13] Supplement of 2,000.
[14] Increments are not statutory.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in May and June, 1965, to the Dominion Bureau of Statistics by the institutions listed)

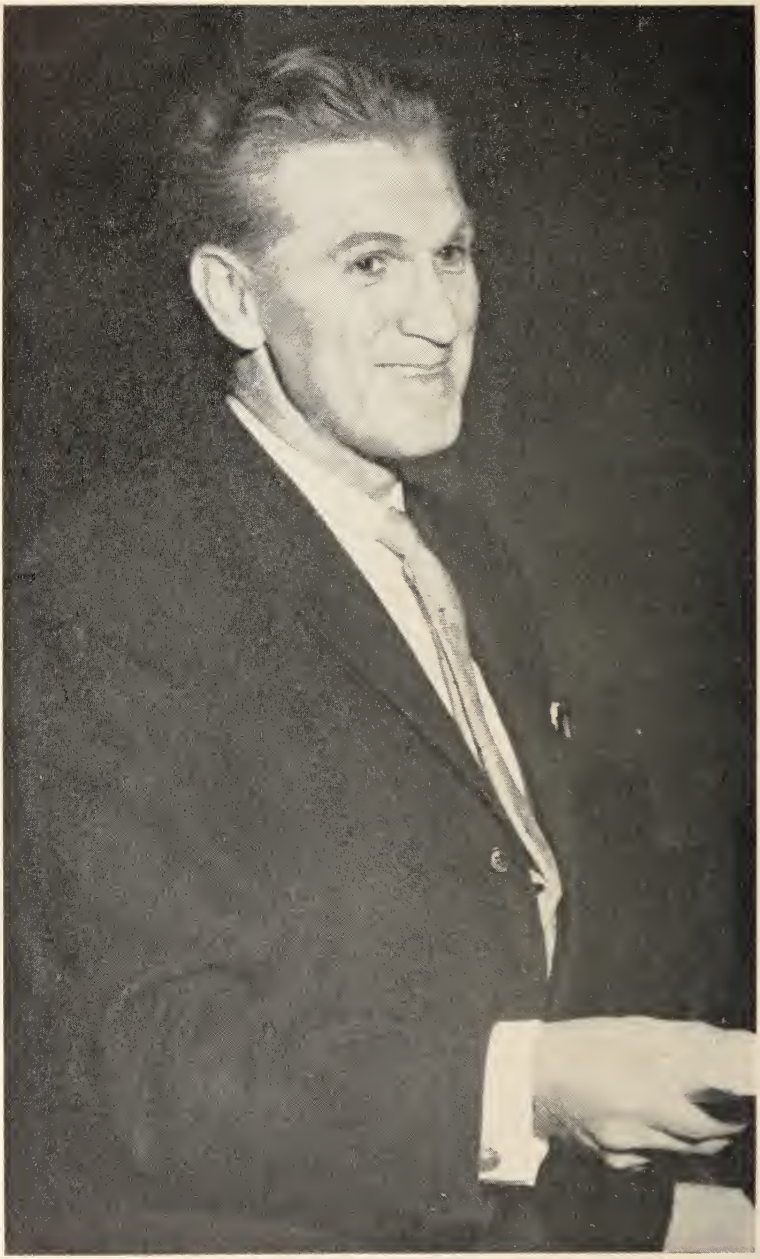
Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
Collège Sainte-Marie:						*Chargé d'enseignement*	
Minimum	no information		10,500	9,000	7,000	6,000	
Maximum	no information		13,000	10,000	8,500	6,750	
Annual Increment	no information		250	250	250	250	
Queen's University at Kingston:						*Lecturers*	*Instructors*
Minimum	none		13,000	9,500	7,500	6,000	none
Maximum				none			
Annual Increment				none			
St. Paul's College (Manitoba):						*Lecturers*	
Minimum	no information		11,500	9,200	7,500	6,000	
Maximum	no information		none	11,500	9,200	7,500	
Annual Increment			no information				
Bishop's University:						*Lecturers*	
Minimum	13,200	12,700	12,700	10,000	8,000	7,000	
Maximum			none				
Annual Increment			none				
Nova Scotia Technical College:						*Lecturers*	
Minimum	16,000	10,500	10,500	9,500	7,500	6,000	
Maximum			none				
Annual Increment			none				
Université de Moncton:						*Chargé d'enseignement Senior*	*Chargé d'enseignement*
Minimum	additional		11,000	9,000	7,000	5,600	4,600
Maximum	supplement paid		13,000	11,000	9,000	7,400	5,600
Annual Increment	annual increment of $200 based on teaching efficiency, plus additional increment to those who distinguish themselves in research, publication, and university activities.						

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(*Source*: Data supplied in June, 1965, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors* Department Heads, Directors	*Full Professors* Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Asst. Prof.	Other Ranks
	$	$	$	$	$	$	$
University of Victoria (B.C.):						*Instructor II*	Lecturer and *Instructor I*: variable
Minimum	none	13,000	13,000	10,000	7,600	6,000	
Maximum			none				
Annual Increment			none				
United College:[15]						*Lecturer*	
Minimum		none	11,300	9,300	7,000	5,500	
Maximum			none				
Annual Increment			none				
Royal Military College of Canada:						*Lecturer*	
Minimum	none	13,500	13,000	10,080	8,060	5,640	
Maximum		none		13,000	10,320	8,640	
Annual Increment				merit increase			

[15] Revisions are planned for January 1, 1966. Scales given here are unrevised.



BORA LASKIN
C.A.U.T. President 1964-1965

LASKIN HONOURED BY QUEEN'S

It will be a source of great satisfaction to some 7000 CAUT members to know that Queen's University on May 29, 1965 at its annual convocation for Medicine, Law and Nursing Science awarded an honorary degree to CAUT's 1964-65 president, Bora Laskin. Principal Corry used the following citation in presenting him to the Vice-Chancellor:

Mr. Vice-Chancellor,

Under authority of the Senate, it is my pleasure to present to you that he may receive at your hands the degree of Doctor of Laws, *honoris causa,*

Bora Laskin

able lawyer learned in the law, veteran teacher of the law in Canada who knows that law must be studied and taught as a social science, eminent legal scholar and author, fearless champion of human rights and fundamental freedoms, skilled arbitrator and humane conciliator in the field of labour relations, whose array of talents has made him a trusted leader in the university community and presently President of the Canadian Association of University Teachers.

ACADEMIC FREEDOM

An Address Delivered Before the Annual Dinner of the Canadian Association of University Teachers Vancouver, B.C., June 15, 1965 by Professor David Fellman, President, American Association of University Professors

I

The American Association of University Professors was founded in 1915 with a charter membership of 867. Today it has approximately 72,000 members, distributed among some 1,500 colleges and universities, about 900 of which have organized and active chapters. Its original purpose was to define and defend the academic freedom of those who are engaged in higher education. It functions largely through a professional staff in Washington headed by a General Secretary, national committees, an elected Council, an annual meeting of locally selected delegates, and local chapters.

The founding of the Association was a direct consequence of a number of incidents involving academic freedom questions which had received a great deal of national publicity. Its oldest committee, and still its most important, is Committee A, on Academic Freedom and Tenure, which is responsible for administering the investigative and reporting procedures leading to the public censure of institutions where it is concluded that proper conditions of academic freedom do not exist.

Since academic freedom is our central concern, and since the existence of academic freedom is in our judgment absolutely indispensable in any educational institution which wants to be taken seriously as a member of the American community of the higher learning, it is important for us to get the American people to understand the basic reasons for this commitment. The Association is fully aware of the great problems which beset our country, but it cannot accept the view that academic freedom must be sacrificed in order to deal adequately with these problems. This would be a counsel of despair and defeat.

We maintain that the independence of the professors must be preserved if higher education in the United States is to continue to serve its purposes. Our fundamental position on this crucial matter may be stated in a few simple terms. After a teacher has served in an

institution for a probationary period - and we hold that seven years constitute the outside limit of that period - then the appointee is entitled to tenure, if the institution decides to keep him any longer. Once given tenure, he is entitled to the security of a permanent appointment. This does not mean that a tenured professor can never be dismissed, but we insist that dismissal can be accomplished only if there is adequate cause for the termination of appointment, and only if adequate cause is established by procedures which have come to be known as academic due process. As a bare minimum, due process in this context includes explicit notice of charges and a fair hearing before an independent faculty committee.

Our commitment to academic freedom is not the expression of the self-serving needs of a professional caste. Our fundamental case for academic freedom is, and always has been, that it is in the public interest. In a special statement adopted in 1956, the Association has spelled out its position in the following language:

> "The maintenance of freedom of speech, publication, religion, and assembly (each of which is a component of intellectual freedom) is the breath of life of a democratic society. The need is greatest in fields of higher learning, where the use of reason and the cultivation of the highest forms of human expression are the basic methods. To an increasing extent, society has come to rely upon colleges and universities as a principal means of acquiring new knowledge and new techniques, of conveying the fruits of past and present learning to the community, and of transmitting these results to generations to come. Without freedom to explore, to criticize existing institutions, to exchange ideas, and to advocate solutions to human problems, faculty members and students cannot perform their work, cannot maintain their self-respect. Society suffers correspondingly. The liberty that is needed requires a freedom of thought and expression within colleges and universities, a freedom to carry the results of honest inquiry to the outside, and a freedom to influence human affairs in the same manner as other informed and unprejudiced persons do. Nor is the value of freedom lessened because error at times arises from its exercise. Learning, intellectual development, and social and scientific progress take place on a trial-and-error basis, and even the unsound cause or hypothesis may call forth the truth that displaces it. The error of one scholar has, indeed, stimulated others to discover the correcting truth.

"The demand we of the academic world make for academic freedom is not made primarily for our own benefit. We enjoy the exercise of freedom; but the purposes of liberty lie, in a democracy, in the common welfare. . . ."

It is hardly necessary for me to point out that the Association does not create the situations which lead to cases involving violations of accepted principles of academic freedom and tenure. Nor does it select the victims of bad administrative practices. But it stands ready to serve all members of the teaching profession in higher education. It does so whether they are members of the Association or not, and without regard to the popularity or unpopularity of their views. The Association proceeds on the assumption that all professors are entitled to equal and fair treatment, whatever may be the nature of the issues involved in particular cases. No exception to this rule is recognized. We do not and cannot have one set of rules for teachers of whom we approve, and a different set of rules for teachers of whom we disapprove. In accordance with deeply-rooted principles of American justice, all teachers are entitled, in disciplinary cases, to both the presumption of innocence, and to that basic fair procedure which has come to be known as due process of law. The Association does not have sacred cows in the teaching profession, nor does it have preferred victims. Its steadfast aim is equal justice for all.

II

The nature of the operations of the AAUP must be viewed in the total context of the American educational scene. And one of the most significant generalizations one can make about the American system of higher education is that it is not a system at all. We have about 2,200 colleges and universities in our country, but they do not conform to any common pattern. Some are very old, while many are very new; some are merely on the planning boards. Many are public institutions, but even more are private. Some are large, some are small, some are affluent, others qualify for aid under the anti-poverty legislation. Some institutions of higher learning are supported by the states, others by cities or counties. Many private institutions are dominated by and supported by religious associations. Boards of trustees or boards of regents vary greatly in size, organization, powers, methods of selection, and methods of operation. Some institutions are administered properly, whereas in others faculties and administrators live in a state of nature in which class war between them is a daily condition.

Now that the war-time population explosion is catching up with us - our total college enrollment is well over five millions - new colleges and universities are being founded, junior colleges are becoming colleges, and colleges are being upgraded into the lofty status of universities. Undergraduate schools are moving into graduate work, often with little regard for the capacity of the institution to offer an adequate research program. Classrooms all over the country are jammed with students, the academic bureaucracies grow ever larger, and recruitment of new personnel has become one of the most nagging problems of all faculties.

It is clear to all of us that higher education in our country is confronted with many serious problems. One is that of rapid change arising from an accelerated rate of growth at levels never experienced before. Another is the tremendous infusion into the corpus of higher education of federal money for scientific research. Still another is the rapid expansion of the academic bureaucracies, both in terms of size and powers, and the consequent need to redefine and restructure the role of the faculty in institutional policy-making. Still another, given the strains and stresses of a society living in the shadow of thermonuclear war, is to protect the academic freedom of teachers and students, and their imprescriptible claim to due process of law. But perhaps above all else, we are confronted with the problem of maintaining standards of excellence in our institutions of higher learning. To cite but one example, we must be careful - I think much more careful that we have been in the recent past - not to upgrade colleges into universities before they are properly equipped to occupy the more demanding status of institutions committed to graduate work. They must have adequate financial support, the necessary library and laboratory facilities, and the great amount of space which work at the graduate level demands. Above all, they must have faculties whose members do high-quality research work, since we cannot very well entrust graduate students involved in research to professors who are not doing serious research work of their own. A graduate student is a professional apprentice looking over the shoulder of a professor, but if the professor isn't doing anything, there is little point in the looking.

The steady flow of complaints from all over the country to the Washington Office of the Association from members of the teaching profession testifies to the persistence of basic pressures in the American scene which impinge upon our academic freedom. For one thing, the winds of political intolerance and anxiety, fanned by seemingly insolu-

ble Cold War tensions, are still with us. We have not heard the last of "First Amendment" and "Fifth Amendment" teachers, and controversies grounded in fears concerning national security still arise. Another serious factor is the grim debate over race relations, for some of our most serious cases are by-products of that controversy. The race controversy cuts very deeply into the structure of practices, customs and understandings which constitute the foundation for desirable academic standards. In addition, we find in administrative ineptitude a reliably inexhaustible source of Committee A cases. As we process cases, year after year, I have been more and more impressed - and depressed as well - by the impact of slipshod administrative methods. Some of our colleges and universities are conducted with a degree of carelessness and indifference to intelligible methods which must be seen repeatedly to be believed. All too many of our institutions are run, almost literally, out of the President's hat, with the teaching faculty having very little, if anything, to say about the basic conditions under which they work.

The enjoyment of academic freedom is threatened by many other forces. In the early days of American higher education, professors were dismissed because their beliefs regarding such issues as abolition, evolution, bimetalism and assorted brands of "radicalism." The rise of the social sciences, "still encumbered with complex entanglements of emotion, tradition, convention, self-interest, and politics," created pressures upon academic freedom. The emotions of war, pacificism, and pro-Germanism during World War I created pressures. Some implications of majoritarian democracy have militated against academic freedom. The teacher's freedom has been challenged from time to time by religious groups, by political parties or factions, by patriotic organizations, racial and national origin groups, and by what Veblen used to call the "captains of industry." For many years now a national preoccupation with communism has generated many pressures unfriendly to the cause of academic freedom.

All sorts of subjects have run into trouble in our schools, including religion, science, history, politics, questions of war and peace, and above all, social and economic issues, such as those dealing with free trade, monetary policy, labor problems, government regulation of business, public utilities, communism and other forms of radicalism, sex and birth control, prohibition and race questions. As long ago as 1901, President Hyde of Bowdoin College pointed out that one of the basic reasons for the rise in academic freedom cases at that time was

that increasingly the colleges were concerning themselves with social and economic questions which divide the public and which people care about.

I suppose I should add that in the nature of things the scholar is necessarily a disturbing person, since he is professionally committed to raising questions about accepted ideas and institutions which, as in the case of Socrates, are bound to evoke reactions ranging from uneasiness to panic fear. Professors deal with new ideas, and as Walter Bagehot once observed, "one of the greatest pains to human nature is the pain of a new idea."

III

While the vigilant defense of academic freedom and tenure has always been at the top of the Association's list of priorities, it has also been deeply concerned with many other aspects of the professor's situation.

Through its important Committee Z, it has conducted an effective campaign to improve faculty salaries and amenities. It has done very effective work in the area of tax deductions, and is presently engaged in a substantial study of book royalties.

Through Committee T, on College and University Government, the Association seeks to promote faculty participation in college and university government, and to this end the Committee has formulated a code spelling out basic principles, and is pushing for its widespread acceptance. We attach increasing importance to the question of faculty participation in college and university government. Our statement of principles holds that agencies of faculty representation, chosen by the faculty, should be provided at each major organizational level in the institution, ranging from the department to the system as a whole. The Association believes that the faculty should have major responsibility for the educational and research policy of the institution, including such fundamental matters as standards of admission, student affairs, curricula and the granting of degrees. We also maintain that the faculty should have a direct role in the making of budget decisions at all levels. We strongly believe that appointments, promotions, and dismissals of academic personnel should be made only by processes which provide for active faculty participation through established committees and procedures. We also hold that the faculty should elect department chairmen, or at the very least be consulted by the appointing authorities, and that the faculty should have a meaningful

part to play in the selection and dismissal of higher administrative officers.

Through Committee R, on Relationships of Higher Education to Federal and State Governments, the Association seeks to shape the ever-expanding relationships that are developing between government and higher education. Committee R, as one might expect, is one of our hardest working committees.

Committee B, on Professional Ethics, is concerned with delineating the responsibilities of professors, and is now working on a Code of Ethics which may supply guide lines to judgment in the future. We recognize that those who claim rights, as we do, must also be fully aware of their responsibilities.

Many ethical problems have been brought to our attention in recent years: faculty exploitation of graduate students; alleged plagiarism; publication of a jointly-authored article in a professional journal over the signature of a single author; use of released research time primarily for personal travel and visitation with relatives; use of research funds to publish brochures advertising availability for other positions or for public speaking; use of unauthorized academic titles; public announcement of the impending publication of a book which has not in fact been written as yet; refusal to assume university faculty responsibilities; making claims for special privileges in order to pursue activities unrelated to the university, such as a lecture series for pay; use of departmental secretarial services for the transaction of personal business.

More recently, the Association created a new standing Committee S, on Faculty Responsibility for the Academic Freedom of Students. This Committee is now far advanced in the difficult task of formulating a statement of principles in respect to the rights of students to political and intellectual freedom, and to due process of law.

The Association is also concerned with many other matters currently: the recruitment of talented young men and women into the teaching profession; the clarification of the role of educational television; the proper place of sponsored research in the eduational picture; improvement of the accreditation processes through more effective faculty participation; assistance to faculty members and administrators in junior colleges, in new colleges, and in institutions currently involved in shifting gears from one type of educational program to another, or from one level to another. Of late we have

been encountering rather special problems in educational institutions having religious affiliations and in Negro colleges, for the winds of change seem to blow everywhere.

IV

Some members of our Association have during the past year raised the issue as to whether it would be desirable for professors to engage in organized collective bargaining along trade union lines. While the issue of trade unionism has been before the teaching profession for a great many years, I cannot say that the Association has, as yet, formulated a clear-cut policy on the subject. The development of such a policy is now on the active agenda of the Association. In the meantime, some of the leaders of the Association have given much thought to the matter, and I think that our position may be stated somewhat as follows.

The Association is committed to the protection and advancement of the legitimate interests of all members of American college and university faculties. It is concerned with salary levels, salary scales, classification of faculty, the redress of grievances, and questions of promotion and tenure. It is committed to the pursuit of these objectives within a properly organized structure of higher education which functions within the context of a complete commitment to academic freedom. At the same time is recognizes the great diversity of structure, of methods of internal management, and of financial support, among the more than 2,000 colleges and universities that make up the American system of higher education. Accordingly, it recognizes that there must necessarily be a considerable diversity of methods and structure on the local level in the pursuit of professional objectives.

Ideally the Association is committed to the proposition that suitable faculty participation in the making of basic decisions, including decisions relating to the budget, should be provided for within the rules and machinery of the institution itself. That is why the Association is so deeply concerned with the development of proper forms of faculty government and of faculty-administration relations. This explains why Committee T, which is concerned with college and university government, is one of the key standing committees of the Association. The Association attaches the very highest priority to the development and general acceptance of a statement of principles in this area, now in an advanced stage of preparation.

The Association believes that a properly organized system of faculty government will provide members of the academic community

with suitable machinery for the ventilation of grievances and for participation in the making of basic policy decisions relating to salaries, promotions, courses of study, curriculum, admissions, and other appropriate matters of legitimate faculty concern.

Within the ambit of general national principles there must necessarily be a great deal of room for local variation in both structure and method, and indeed for local experimentation as well. Accordingly, it is altogether proper that faculty members in a particular institution should feel free to associate together for the purpose of effective negotiation with their respective governing bodies in all areas of serious concern to them.

College and university professors, however, are not mere wage earners or hired hands, but have profound professional responsibilities for the promotion of higher education. They are not only employed by the college or university but, in a very real or important sense, they are the college or university, or at the very least, an important part of such institutions. Their responsibilities therefore extend beyond their own immediate personal interests as an employed class. It follows that the various methods of group negotiation or bargaining must be conducted within the context of the total educational picture.

V

I do not believe that the men and women who make up the American Association of University Professors are a professional caste concerned only with their immediate personal interests. Our basic commitment is to the cause of higher education, and to the development and maintenance of standards of excellence. We do not regard professors as ends in themselves. They are maintained by society to teach students and to extend the frontiers of knowledge, because only professors who are actively engaged in the enlargement of our stock of knowledge can be expected to perform the educational function properly. Whatever the Editor of Harpers Magazine may think, we see no conflict between teaching and research: a good professor does both. It has never been, and it is not now, an either-or proposition. Above all, we believe that if our institutions of higher learning are to perform their functions in society, then both teachers and students must be completely free to pursue the truth, advance knowledge, and contribute to society those expressions of the intellect which ennoble mankind. Without academic freedom our colleges and universities would suffocate.

SOBERMAN REPLIES TO COLLIER

Professor Collier's comments* on problems of tenure are a valuable contribution to the subject. I fear, however, that he has been unclear in one important aspect — an aspect that requires great clarity because of the dangers involved. In his first full paragraph on page 80 Professor Collier confuses procedural safeguards with the substance of academic freedom; he speaks condescendingly of spelling out "rights to academic freedom and tenure in legalistic terms" and prefers "a very broad statement of principle".

The *substance* of what academic tenure should be is, of course, of first importance. Professors Arthurs and Milner have discussed some of the difficulties that confront us in this area. Procedural safeguards must, however, be set out strictly and fully — in this sense they are technical and "legalistic" (a somewhat pejorative word substituted for the more accurate word "legal"). Unless these safeguards are so set out, once a dispute has reached a serious stage there will be no guidelines to show each side what its rights and duties are. And a beleaguered teacher is entitled to this technical clarity at some point in the process.

A result of this confusion between substance and procedure may be found in two statements by Professor Collier. On page 80 he says, "We have a strong Association and feel quite capable of fighting for the rights of our members when an injustice *appears* to have been done". On the preceding page, however, he has stated that in a dismissal case at Alberta (after the event) "An ad hoc committee . . . of the Association was permitted to examine the charges against the professor. They reported . . . that . . . the dismissal was justified". The first thought that comes to mind is "Heaven preserve me from my friends — leave my enemies to me". The point is simply this: a local staff association is no more entitled to stand in judgment on a teacher than is the university administration — in the absence of a fair hearing and proper safeguards. A teacher espousing a highly unpopular cause may find his colleagues are his most vehement opponents. Professor Collier's assumption that his local Association will always do justice to one of their number is, I feel, much too sanguine. Whosoever be the accusers or the judges, the accused teacher is nonetheless entitled to a fair hearing.

Daniel A. Soberman,
Queen's University.

*Published in the March 1965 Bulletin of the CAUT, pp. 79-81

PRESS RELEASE ON UNIVERSITY FINANCE

29 June 1965

The Canadian Association of University Teachers today sent a telegram to the Prime Minister and to the Minister of Finance, protesting against the government's continued failure to take immediate action to deal with the growing financial crisis confronting Canadian universities. The Association took exception to the policy of waiting for the forthcoming report of the Bladen Commission on University Financing before taking action, and claimed that the need for such action had been spelled out repeatedly. The telegram read as follows:

> The Canadian Association of University Teachers greatly regrets the continued refusal of the Federal government to take immediate steps to improve the financial situation of Canadian universities by at least maintaining the relationship formerly established between grants and operating costs stop Without in any way depreciating the importance of the forthcoming report of the Bladen Commission, the Association respectfully submits that the case for increasing current grants has already been made repeatedly stop It was made in this Association's brief submitted to the Minister of Finance in 1964 stop It is testified to by the series of very regrettable increases in tuition fees that many universities have been compelled to announce stop The program of student loans is welcome but does not approach meeting the present critical need stop The Association respectfully urges that the Federal Government take suitable action now, while awaiting the Bladen Report before shaping long-range policies.

The Canadian Association of University Teachers has more than seven thousand members, comprising faculty members of all the major institutions of higher education in Canada. The telegrams were signed by the President, Professor Jacques St-Pierre, of the University of Montreal, and the Executive Secretary, Professor J. Percy Smith, of the national office in Ottawa.

COMMUNIQUE DE PRESSE

le 29 juin 1965

L'Association canadienne des professeurs d'université a fait parvenir aujourd'hui un télégramme au Premier Ministre et au Ministre des Finances afin de protester contre le refus persistant du gouvernement fédéral à faire face immédiatement à la crise financière qui afflige les universités canadiennes. L'Association s'oppose à la politique du gouvernement d'attendre le Rapport sur le Financement des Universités, que prépare actuellement la Commission Bladen, avant de prendre des mesures quelconques. L'Association prétend que le grand besoin de telles mesures a déjà été signalé à plusieurs reprises. Le texte du télégramme est comme suit:-

> The Canadian Association of University Teachers greatly regrets the continued refusal of the Federal Government to take immediate steps to improve the financial situation of Canadian universities by at least maintaining the relationship formerly established between grants and operating costs stop Without in any way depreciating the importance of the forthcoming report of the Bladen Commission, the Association respectfully submits that the case for increasing current grants has already been made repeatedly stop It was made in this Association's brief submitted to the Minister of Finance in 1964 stop It is testified to by the series of very regrettable increases in tuition fees that many universities have been compelled to announce stop The program of student loans is welcome but does not approach meeting the present critical need stop The Association respectfully urges that the Federal Government take suitable action now, while awaiting the Bladen Report before shaping long-range policies.

L'Association canadienne des professeurs d'université compte plus de sept mille membres, comportant des professeurs de tous les établissements majeurs d'enseignement supérieur au Canada. Les télégrammes portent les signatures du Président de l'Association, M. Jacques St-Pierre, professeur à l'université de Montréal et du secrétaire exécutif du bureau central à Ottawa, le professeur J. Percy Smith.

REPLY OF MINISTER OF FINANCE

July 2, 1965

Professor Jacques St-Pierre,
President, Cdn. Association of
University Teachers,
Commonwealth Bldg. 77 Metcalfe St.,
Ottawa

Thank you for the views put forward on the subject of the financial difficulties of our universities. As I stated in my budget speech the Government is most anxious to discuss this important problem with the provinces at an early date. I assure you that the views expressed by your association and others will be given very careful consideration.

W. L. Gordon, Minister of Finance

PRESS RELEASE ON U.S. COPYRIGHT LAW

29 June 1965

The Canadian Association of University Teachers today released the text of a resolution which was passed at the annual meeting of the Council of the Association earlier this month. The resolution deals with a clause in the Copyright Law of the United States. The clause compels the author of any book, whether he is an American or not, to have his book manufactured in the United States if he is domiciled in the United States at the time it is published if he wishes to have copyright protection. If a Canadian living in the United States has a book manufactured in Canada, for example, he receives no copyright protection under the American law. The effect of this provision is to permit the pirating of such books by American publishers, an act against which writers are protected in most countries by international agreement. A considerable amount of protest against this "manufacturing clause" has arisen, both in the United States and elsewhere.

The text of the CAUT resolution is as follows:

WHEREAS a Bill known as H.R. 4347, for the General Revision of the United States Copyright Law, has been proposed in the House of Representatives in Washington,
and WHEREAS Bill H.R. 4347 contains Clause 601, which effectively deprives both American citizens and Canadian

citizens and other foreigners domiciled in the United States of the protection of copyright in "nondramatic literary material" unless the publication was "manufactured in the United States,"

BE IT THEREFORE RESOLVED that the President of the Canadian Association of University Teachers write to the Chairman, and send copies of his letter to all members of the Judiciary Sub-Committee on Copyright, United States House of Representatives in Washington, urging the deletion of the "manufacturing clause" from the proposed law, in the interest of freedom of speech and the spread of knowledge.

The resolution was sent to the Honourable Paul Martin, Minister for External Affairs, for forwarding to the Chairman of the Judiciary Sub-Committee on Copyright in Washington.

POLICY STATEMENT ON ORGANIZATION OF THE UNIVERSITY YEAR*

The CAUT takes the view that the essential functions of universities are to organize and advance knowledge through teaching and research and thereby to educate students, both undergraduate and graduate, under conditions of free inquiry and through programmes determined by the faculty. These functions may be realized in various ways, as the patterns of university organization and operation reveal; hence it may be expected that the organization of the university year will show variations among universities as do other aspects of university programmes.

It follows that the CAUT is not committed to any single type of annual schedule for universities. It is strongly of the belief, however, that the schedule is ultimately an academic matter to be determined by the faculty because the type of schedule may seriously affect the success of a university in pursuing its objects. Knowledge cannot be properly commuicated or developed where the staff, facilities, and programmes available for student instruction and supervision are not of equal strength throughout all offering periods in any year. Achievement of excellence in academic work, whether by students or staff, is jeopardized if teachers are induced by promise of additional salary to teach without reasonable respite; if students are tempted to

put rapid acquisition of course credits ahead of a reasonably-paced programme; and if universities are tempted to dilute the academic content of courses in order merely to accelerate the production of graduates.

The CAUT holds therefore that the organization of a university year, regardless of the way in which the year is divided, must meet the following requirements:

1. The decision to adopt or change a system must be a faculty decision.

2. The system must be such that the staff, facilities and programmes available to the student are of equal quality in all divisions of the year.

3. The system must provide for reasonable annual vacations and for a satisfactory scheme of leaves.

4. Within the foregoing framework, the system adopted must be so designed that a teacher, whether a permanent appointee or not, is limited as to the number of successive terms he is expected to teach - for example, two terms in a trimester system or three terms in a quarter system - and is compensated for extra terms of teaching by subsequent commensurate periods of leave rather than by extra salary. It is to be assumed that the purpose of such periods of leave is to enable the faculty member to carry on his study or research and in general to maintain and increase his effectiveness as a scholar.

The CAUT intends to study separately such matters as teaching loads, part-time teaching, summer schools and evening courses, which impinge on this policy statement but which the Association feels should not, in principle, be allowed to undermine the foregoing stipulations.

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* Adopted at the C.A.U.T. Council meeting in Vancouver, June 16, 1965.

ENONCE D'UNE POLITIQUE CONCERNANT LA SUBDIVISION DE L'ANNEE UNIVERSITAIRE

L'Association Canadienne des Professeurs d'université (ACPU) considère que les fonctions essentielles des universités sont de développer et de consolider les connaissances humaines par le truchement de l'eseignement et de la recherche et, par conséquent, de former, dans un climat de libre recherche et selon des programmes définis par le corps professoral, les étudiants de tous les niveaux. Ces fonctions peuvent s'exercer de plusieurs façons comme en témoignent les nombreuses structures universitaires. Il n'est donc pas surprenant de constater que la subdivision de l'année universitaire, comme d'ailleurs les programmes d'études, varient beaucoup d'un endroit à un autre.

L'ACPU ne désire pas se prononcer en faveur de l'une ou l'autre des formules proposées pour subdiviser l'année universitaire. Elle croit fermement, cependant, que l'acceptation d'une telle formule, à cause de ses implications académiques, est du ressort du corps professoral puisqu'un tel choix peut affecter considérablement le rendement académique. Les connaissances ne sauraient se développer et se transmettre d'une façon acceptable quand le personnel enseignant, les programmes d'études et les services essentiels offerts aux étudiants sont d'inégale qualité d'une période à l'autre de l'année.

L'excellence académique peut être sérieusement compromise lorsque se présente l'une ou l'autre des situations suivantes:

i) les professeurs, attirés par l'appât d'une rémunération additionelle, consentent à enseigner sans s'accorder un répit raisonnable;

ii) les étudiants, n'ayant en vue que l'acquisition la plus rapide possible de crédits, sacrifient les avantages indubitables d'un programme de cours bien équilibré et suffisament aéré;

iii) l'université, dans le but de produire un plus grand nombre de diplômés, dilue le contenu des programmes d'études et applique des méthodes d'enseignement non adéquates.

Conséquement, l'ACPU soutient que toute subdivision de l'année universitaire doit tenir compte des principes suivants:

1) toute décision concernant l'adoption ou la modification d'une formule de subdivision de l'année universitaire doit être prise par le corps professoral;

2) la formule adoptée doit être telle que le corps professoral, le programme d'études et les services essentiels soient de qualité égale dans toutes les parties de l'anneé universitaire;

3) la formule adoptée doit prévoir une période raisonnable de vacances annuelles et un système satisfaisant de périodes sans enseignement;

4) la formule adoptée doit être telle que le professeur, qu'il jouisse de la permanence ou non, soit limité quant au nombre de périodes successives au cours desquelles il doit enseigner; par exemple: deux périodes sur trois dans une formule de trois périodes annuelles; trois périodes sur quatre dans une formule de quatre périodes annuelles etc. . . . Dans le cas où un professeur enseigne pendant plus de périodes qu'une formule le prévoit, il est essentiel que l'université compense proportionnellement ce travail par des périodes sans enseignement plutôt que par un traitement supplémentaire. Il est évident que le but de ces périodes sans enseignement est de permettre au professeur de continuer ses activités intellectuelles et créatrices de façon à ce qu'il puisse maintenir et possiblement accroître sa valeur comme universitaire.

L'ACPU se propose d'étudier les sujets suivants: charge d'enseignement, enseignement à temps partiel, cours d'été et cours du soir, qui, tout en ayant une étroite relation avec la structure de l'année universitaire, ne doivent pas entrer en conflit avec les principes énoncés plus haut.

LETTER TO THE EDITOR

CUS-CAUT RELATIONS

Professor Robert W. Torrens,
Editor, CAUT Bulletin,
University of Western Ontario,
London, Ontario.

5 July, 1965

Dear Professor Torrens,

I am pleased to send you forthwith an account of CAUT-CUS relations, past and present, and of the VIIIth annual CUS Seminar. May I refer you also to the article about CUS that appeared in our January, 1965, *Bulletin.*

CAUT relations with CUS (NFCUS prior to 1964) were until the summer of 1961 "to our mutual loss, practically nil", to quote from a letter written by the then Associate Secretary of NFCUS. The same letter, presumably in answer to a request for suggestions, offered valuable and expert advice on the correct rendering of "C.A.U.T." into French. (One of the suggestions offered was evidently followed).

Prior to 1961 the CAUT file on CUS is extremely thin, limited to a few notices on annual meetings or seminars of the latter organization. A note in the file indicates, however, that the NFCUS Executive were addressed by the late Executive Secretary, Professor J. H. Stewart Reid, at a meeting in May, 1960. Furthermore, in the fall of 1960 CAUT was represented by an observer at the NFCUS National Congress at Dalhousie University.

The liaison between our two organizations did not become really close until 1962 on the occasion of NFCUS' Vth National Seminar on *The University in Canadian Life* held at Carleton University. Professor Reid assisted the CUS in preparing for this seminar, both in offering general advice and in appearing as one of the principal speakers. (His speech, entitled *Development of Canadian Universities,* should be required reading for any student of university government in Canada.)

In the spring of 1963 Professor Reid again represented the CAUT at a NFCUS gathering, this time as a member of a panel discussing *State . . . Education and Freedom.* It is clear from the thank-you notes received that Professor Reid's participation on this occasion was both characteristically effective and heartily appreciated.

In the same year the CAUT and NFCUS kept close liaison on representations made by CAUT to the Prime Minister on the problem of RCMP investigations on university campuses. Indeed at the fall meeting between CAUT and members of the government and the RCMP Commissioner, a NFCUS representative was also in attendance.

In 1963 and 1964 CAUT sent representatives to the CUS Congress. At the latter Congress, noted for the walk-out by the French-speaking student unions of Quebec, the CAUT representative spoke at one of the plenary sessions and submitted a comprehensive report to the CAUT Executive Committee. In 1964, on the recommendation of the new Executive Secretary, the CAUT invited CUS (and the new-born AGEQ) to send a representative to its November Council meeting. This was the first time such an invitation was extended to a non-CAUT organization.

The latter invitation, already a tradition, acted probably as a further catalyst in the relations between CAUT and CUS. Both organizations evidently feel a sense of solidarity and common cause as front-rank members of the university community, viewed as a place of scholarship and social conscience. Henceforth communications between the CAUT National Office and the CUS secretariat rose greatly in frequency.

In the past year the CAUT has assisted the CUS in several ways. Of considerable symbolic significance was the ready willingness, early in 1965, of the then president of CAUT, Professor Bora Laskin, to serve as a member of the CUS Advisory Committee. (I attended the first of these meetings on behalf of Professor Laskin and will likewise attend the second meeting of this Committee scheduled for next month).

Of more practical significance, the CAUT national office and in particular the Executive Secretary, has this year had a large hand in planning the VIIIth CUS Seminar on *Democracy in the University Community,* to be held this September 6th to 11th, at the University of New Brunswick. The two co-directors of this Seminar are Professors Pierre Dansereau and D. C. Rowat, both noted authorities on university government in Canada. Professor Rowat, furthermore, is a member of the CAUT Executive and Finance Committee.

The Seminar, extremely timely in view of the keen interest of the CUS in the recommendations of the forthcoming Duff Commission Report, will focus on four main areas:

(1) Relations between faculty and students.

(2) Relations among students themselves (control of extra-curricular activities, and the relations between student government and students).

(3) Relations between students, faculty and administration (balance of the three elements in university government, desirable extent of student participation, etc.)

(4) Relations between the university and the community at large (university autonomy, freedom for students and faculty, etc.)

A talented and varied group of senior students, recent graduates, university faculty, university administrators and selected citizens are being invited to participate in this Seminar. All efforts are being made to ensure that this occasion will be stimulating, thought-provoking and based on informed discussion. It is hoped that as many faculty as possible will attend at least certain sessions of the Seminar.

Finally, attention should be drawn to the very important 1965 *Student Means Survey* conducted by CUS. A committee of technical advisors saw this project through its initial stages early this year. I attended all four meetings of this Committee and made a number of suggestions with respect to the questionnaire used for this *Survey*.

To conclude I would merely add that the CUS, a body representing more than 120,000 students at 40 Canadian universities and colleges, is indeed an institution to be reckoned with. Despite the fact (as has been earnestly put to me by some CUS representatives) that too often faculty-student relationships - on many campuses - still leave much to be desired from the students' point of view, there is a considerable reservoir of sympathy and good-will in CUS for CAUT. The CUS officials, both the elected and the appointed ones, tend, in my experience, to be intelligent, highly-motivated and charming young men and women.

Yours sincerely,
Witold Weynerowski,
Research Assistant.

CANADA COUNCIL FELLOWSHIPS AND GRANTS

THE CANADA COUNCIL calls attention to the following competitions:

	Closing Date
Pre-Doctoral Fellowships - median value $2,500.	Dec. 1, 1965
Senior Fellowships - value up to $5,500.	Nov. 1, 1965
Short-Term Research Grants - maximum value $1,500.	March 1, 1966
Art Scholarships (for artists - median value $2,500.)	Feb. 1, 1966
Art Fellowships (for artists) - value up to $5,500.	Feb. 1, 1966
Fellowships in Engineering, Medicine and Science - post-doctoral awards - value not specified.	Feb. 1, 1966

For further information, write to: Awards Section, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario.

NOTICE OF POSITIONS VACANT*

University of New Brunswick, Fredericton, New Brunswick: Department of Business Administration. Lecturer or Assistant Professor; fall 1966; permanent position open; to teach statistics and quantitative methods in undergraduate business programme; familiarity with computer desirable; D.B.A. or Doctoral Candidate or MBA with teaching or business experience. Write: E. D. Maher, Head, Dept. of Business Administration, University of New Brunswick, Fredericton, New Brunswick, Canada.

University of Alberta, Edmonton, Alberta: Research Assistant in Dairy Technology. Applications are invited for the above post to lead a small research team as project leader, for investigations on oxidative deterioration of butter and its control. The project is jointly supported by the National Research Council of Canada, the University of Alberta and the Alberta Dairymen's Association. The applicant should have a Ph.D. or equivalent and research experience. The post carries a salary equivalent to that of Assistant Professor, starting at $8,400 per annum. The successful applicant will work in the Department of Dairy and Food Science which houses the Research Unit and will enjoy the social privileges normally accorded to the academic staff. He would be directly responsible to the Director of the Research Unit and be subject to University rules and discipline. It is hoped that the successful applicant will be able to take up the position on or before September 1st, 1965. Applications should be sent to the Director of the Alberta Dairymen's Research Unit, Room 237, South Laboratory, University of Alberta, Edmonton, Alberta, and should include personal data, academic qualifications and experience, names of four referees and a recent photograph.

University of Manitoba, Winnipeg, Manitoba: Department of Classics. Applications are invited for two posts: (1) Classics, preferably with special qualifications in Ancient History; (2) Classics, preferably with special qualifications in Classical Art and Archaeology. Appointments for September, 1966. Initial Salary according to qualifications and experience. Scale (1965-66), Lecturers: up to $7900; Assistant Professors: $8000-$10,400; Associate Professors: $10,500-$13,400. Applicants should write to Professor E. G. Berry, Head of the Department of Classics.

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* Notices of positions vacant are carried free of charge.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT*

Replies should be addressed to the relevant Box No., C.A.U.T. National Office, Room 603, 77 Metcalfe St., Ottawa, Ontario.

Box 1. Slavic Languages: M. A., Ph.D.; lecturer in Russian and Chief Librarian. Besides Russian also have perfect knowledge of other Slavic languages. Know German and Latin. Teaching undergraduate Russian course. Students' evaluation of teaching — unusually favourable.

Box 2. Geology: "Igneous and Metamorphic Petrology with interests in Geochemistry and Minerology", Ph.D. Glasgow 1965. Teaching experience. Over two years work as demonstrator in department of Geology, one paper published and two in press.

Box 3. Chemist: Organic chemistry Ph.D., associate professor. Active in natural products, medicinal chemistry, instrumentation, strong biology background. Numerous publications, teaching and administrative experience, industrial contacts. Seeks senior position in chemistry, biochemistry or pharmacy departments with developing graduate programme. Available spring 1966.

Box 4. Comparative and/or Slavic literatures. Ph.D. English and American literature, M.A. Slavic (Russian) literature, native German speaker (other languages: English, Russian, French, Polish) with five years' teaching experience at American and Canadian Universities desires *permanent* position at a University (or College) in the *Toronto* or *Montreal areas.* Would like to teach Comparative and General Literature in the English Department or Russian Literature with special reference to West European Literatures in a Slavic Department. Not averse to language teaching (Russian or German preferred). Curr. vitae, references, and list of publications and work in progress will be supplied on request.

Box 5. Psychology: M.A. degree, specialization in Social Psychology. Work experience: Research Assistant, Psychiatric Research Unit, U. of Chicago, Graduate Teaching and Research Assistant, University of Florida. Research Fellow in Psychology, University of Mysore, India.

Box 6. Botany, Mysology and Plant Pathology: 15 years teaching and research experience. Publications: 24 research papers in these and related areas.

Box 7, Economics: M.A. degree, Graduate School, University of Chicago, specialization in Monetary Theory. Experience: Research Assistant, Community and Family Study Centre and Department of Political Science, University of Chicago.

Box 8, Geology: 30 B.Sc. First Class Honours (Queen's), M.Sc. (Queen's), Ph.D. (University of Wisconsin). 5 years industrial experience in mining geology, exploration geology, geochemistry, and geophysics. Some teaching experience during graduate work. Teaching interests in economic geology, applied geochemistry, structural geology, general geology, mineralogy, and optical mineralogy. Research interests in economic geology and geochemistry. Publications, references, and résumé on request. Available June 1966.

Box 9, Zoology: Canadian, Male, Age 29. B.S.A. Wildlife Biology (Toronto), Ph.D. Ecology (Aberdeen), Post-Doctoral Fellow (Guelph). Am seeking a lecturing/research position in general zoology, anatomy, or physiology. Three years of laboratory supervision. Field work in Canada, Great Britain, Germany.

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* Notices of persons available for appointment are carried at $2.00 for 40 words and $3.00 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

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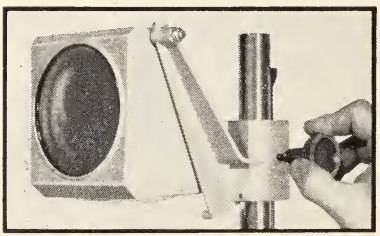

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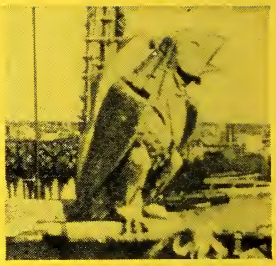

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